

1874 Report

Superintendent of Public Instruction:

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DEPARTMENT OF PUBLIC INSTRUCTION.

REPORT

OF THE

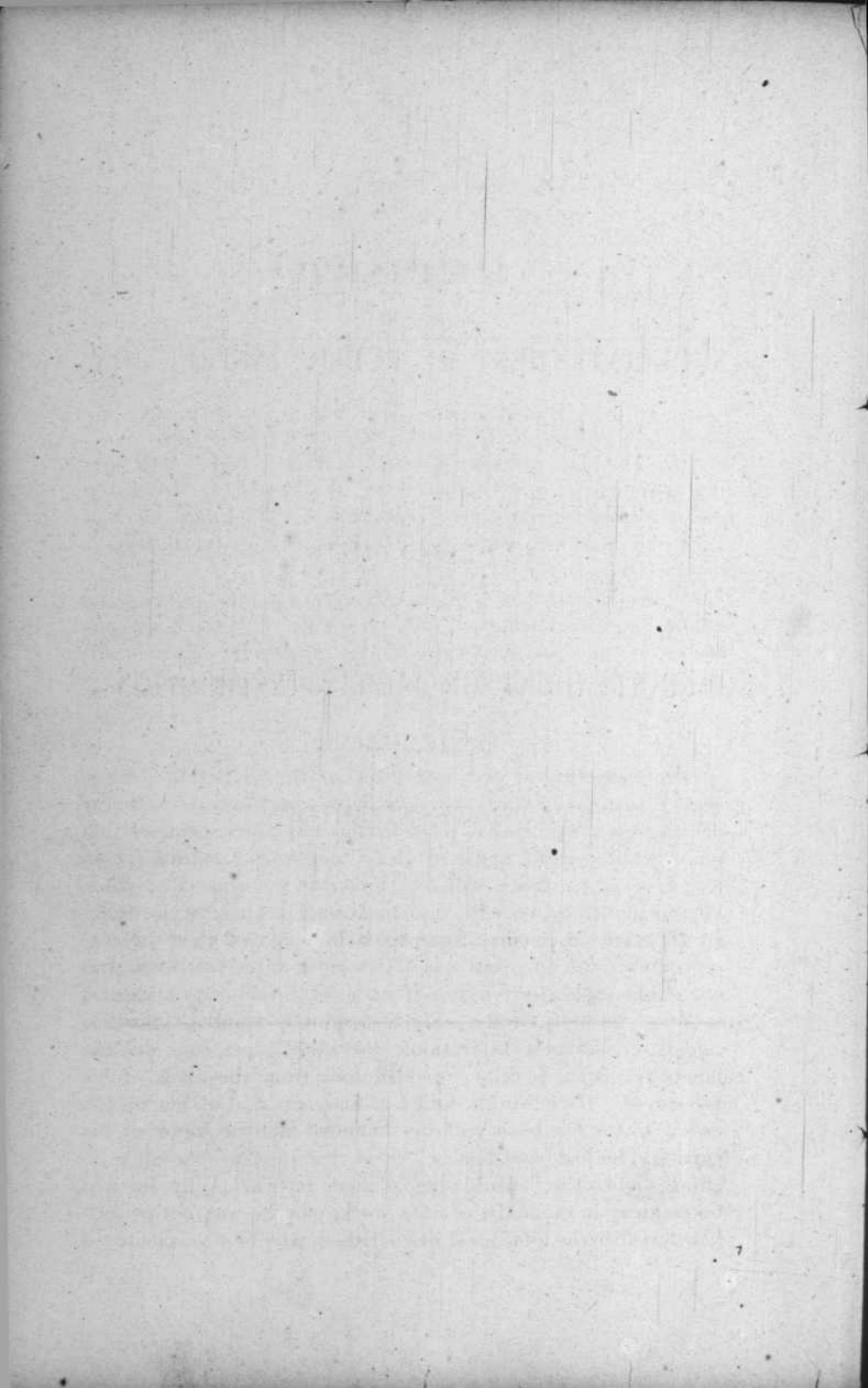
SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF FLORIDA,

FOR THE

YEAR ENDING SEPTEMBER 30, 1874.



REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

To his Excellency, M. L. Stearns, Governor of Florida:

SIR: The office of Superintendent of Public Instruction having become vacant by the death of the Hon. J. C. Gibbs, the duty of preparing the annual report has devolved upon me, and I have the honor herewith to submit the Sixth Annual Report of this Department.

My brief connection with the office, the complex nature of its affairs, and the difficulty of fully comprehending them without long study and familiarity, are all well known to you and will be a sufficient apology for any defects in this document.

IN MEMORIAM.

Before entering upon a statement of the operations of the school system for the past scholastic year, I cannot forbear pausing for a moment to refer to the late incumbent of this office, whose recent and sad death must be regarded as an event of more than ordinary importance, especially when viewed in connection with the educational interests of the State. By this event the colored race have lost one of their noblest representatives, our State one of its most valued citizens, and our public school system one of its most intelligent advocates—one of its best friends. Neither vigorous manhood, nor fine talents, nor earnest aspirations, nor high hopes, nor yet the bonds of official position, shielded him from the shaft of the Destroyer. He fell in the midst of his years and of his usefulness. In the full beauty of his manhood and the vigor of his capacity, he has passed on before on that road we are all travelling, and to the bourne whence none return. Why he was taken away in the midst of life's work, why he was not permitted to realize the lofty ideal he cherished, why he was summoned

from earth just at a moment when his services could be so illy spared, are matters which we may not be permitted to know; but by his death we are all forcibly admonished of our mortality, and of the very slight intimation the dread foe sometimes gives of his approach. When he comes, may he find us as he did the deceased—at the post of duty, laboring for the enlightenment and elevation of mankind.

SCOPE OF REPORT.

This report covers the operations of the school system for the year commencing October 1, 1873, and ending September 30, 1874; and the summaries herein presented are derived from the reports of county superintendents, and such other sources of information as have been found in this office. These are so incomplete and deficient that it is impracticable to ascertain results with absolute accuracy on many of the particulars embraced in this report. The following are the

GENERAL STATISTICS.

Number of Schools.....
Reported number of schools in operation for the year commencing October 1, 1872, and ending September 30, 1873.....	511
Reported number of schools in operation for the year commencing October 1, 1873, and ending September 30, 1874.....	490
Decrease.....	81

The reason for the apparent decrease in the number of schools reported in operation during the past scholastic year, as compared with the preceding one, is owing to the failure of the county superintendents in fourteen counties to send in their annual reports. These counties reported 127 schools in operation during the year commencing October 1, 1872, and ending September 30, 1873; and giving them credit for having the same number of schools in operation during the past year, but unreported, the total number of schools in the State would then be 557—a gain of 46.

SCHOOL ATTENDANCE.

Reported number of pupils attending the public schools for the year commencing October 1, 1872, and ending September 30, 1873....	12,196
Reported number of pupils attending the public schools for the year commencing October 1, 1873, and ending September 30, 1874....	16,387
Decrease.....	2,809

In this instance, also, the apparent decrease is owing to the failure of the county superintendents to report. The year preceding the last the schools in the counties from which reports have not been obtained had an aggregate attendance of 4,524, and crediting them with the same number during the past year, the total attendance of pupils would be 20,911, a gain of 1,715. This, however, it will be perceived, does not represent the actual gain, for the non-reported counties have not been credited with any increase, and they are certainly entitled to some. The same counties which reported last year an attendance of 16,387, reported the year previous an attendance of 15,138—a gain of 1,229; and allowing the same ratio of increase during the past year in the counties not heard from, as that in those from which reports have been obtained, the total gain in attendance would be 2,000.

FINANCIAL.

Total reported amount of money received from State and County for educational purposes for years 1872 and 1873.....	\$94,102.47
Total reported amount of money received from State and County for years 1873 and 1874.....	67,376.37
Decrease.....	\$26,726.40
Total reported amount of money expended for educational purposes for the years 1872 and 1873.....	103,907.06
Total reported amount of money expended for educational purposes for the years 1873 and 1874.....	94,548.28
Decrease.....	\$9,358.78
Total amount of money received from State and County for educational purposes for 1872 and 1873 in those counties from which reports have been received for past year.....	\$63,943.55
Gain for past year.....	\$3,433.83
Total amount of money expended for educational purposes for 1872 and 1873 in those counties from which reports have been received for past year.....	\$70,076.38
Gain for past year.....	\$24,471.90

The total amount of money received from State and county for educational purposes for 1872 and 1873, in those counties from which reports have not been obtained, was \$28,398.16, and giving them credit for receiving the same amount during the past, the total amount of money received from State and county would then be \$95,774.53, a gain over the year previous

of \$1,671.76. Then, again, the total amount of money expended for educational purposes for 1872 and 1873, in those counties from which reports have not been obtained, was \$35,963.85, and giving them credit for expending the same amount during 1873 and 1874, the total amount of money expended during the past year would be \$139,870.61, a gain over 1872 and 1873 of \$35,963.55.

SCHOOL FUNDS.

The interest on the Common School Fund for the past year amounted to \$15,039.30, and was apportioned as follows:

<i>Counties.</i>	<i>Coupons.</i>	<i>Fund.</i>	<i>Total.</i>
1—Alachua.....	\$32.80	\$871.65	\$904.45
2—Baker.....	4.25	113.12	117.37
3—Bradford.....	10.16	270.21	280.37
4—Brevard.....	60	16.07	16.67
5—Calhoun.....	3.59	95.40	99.08
6—Clay.....	3.95	104.98	108.93
7—Columbia.....	24.05	639.21	663.26
8—Dade.....	36	9.68	10.04
9—Duval.....	41.27	1,096.72	1,137.99
10—Escambia.....	35.00	930.14	965.14
11—Franklin.....	3.65	97.23	100.88
12—Gadsden.....	28.28	751.55	779.83
13—Hamilton.....	10.00	265.95	275.95
14—Hernando.....	7.43	197.57	205.00
15—Hillsborough.....	9.89	262.85	272.74
16—Holmes.....	5.01	133.26	138.27
17—Jackson.....	21.87	581.10	602.97
18—Jefferson.....	37.37	993.09	1,030.46
19—Lafayette.....	5.83	154.96	160.79
20—Leon.....	51.23	1,361.32	1,412.32
21—Levy.....	5.12	136.17	141.29
22—Liberty.....	2.77	73.60	76.37
23—Madison.....	38.46	1,022.96	1,060.42
24—Manatee.....	5.83	154.96	160.79
25—Marion.....	37.03	983.99	1,021.02
26—Monroe.....	15.81	420.32	436.13
27—Nassau.....	12.48	342.26	354.74
28—Orange.....	6.37	169.68	176.05
29—Polk.....	5.24	139.46	144.70
30—Putnam.....	10.63	282.60	293.23
31—Santa Rosa.....	13.31	353.88	367.19
32—St. Johns.....	7.18	190.98	198.16
33—Sumter.....	9.20	244.64	253.84
34—Suwannee.....	10.62	282.41	293.03
35—Taylor.....	3.80	101.12	104.91
36—Volusia.....	3.06	81.54	84.60
37—Wakulla.....	5.83	154.96	160.79
38—Walton.....	8.12	215.78	223.90
39—Washington.....	7.43	197.57	205.00
Totals.....	\$545.28	\$14,494.02	\$15,039.30

The above amount was issued in warrants, but the sum realized therefrom we are unable to state, owing to the incomplete character of the county reports. For this reason we are also unable to give the amount derived from taxation in the several counties.

PEABODY FUND.

The aid derived from this fund has been of the most substantial character. Our share for the past year amounted to \$8,000, and was distributed according to the regulations of the Board of Trustees of the fund as follows:

Tallahassee	\$800	East Florida Seminary.....	\$450
Quincy.....	600	Archer.....	300
Jacksonville, No. 1.....	1,000	Pensacola.....	600
Jacksonville, No. 2.....	400	Key West.....	1,300
Jacksonville, No. 3.....	300	Newnansville.....	300
Jacksonville, No. 4.....	300	Madison.....	600
Monticello.....	300	Lake City.....	300
Union Academy, Gainesville....	450	Unassigned.....	100
Total.....			\$8,000

The suspension of the Freedman's Bank, however, locked up over \$1,500 of this fund which had been left on deposit in the branch at Jacksonville.

SCHOOL BONDS.

The following tables show the amount of bonds belonging to the School and Seminary funds, now in the hands of the State Treasurer:

STATEMENT of Bonds belonging to the School Fund in the hands of State Treasurer and Treasurer of the State Board of Education:

Denomination.	Amount.	When Due.
Fifty 7 per cent. Florida Bonds.....	\$50,000.00	1st Jan., 1887.
One 7 per cent. Florida Bond.....	29,747.63	1st Jan., 1883.
Thirty-seven 7 per cent. Florida Bonds.....	3,700.00	1st Jan., 1883.
Ten 8 per cent. Florida Bonds.....	5,000.00	1st July, 1881.
One 6 per cent. Florida Bond.....	1,000.00	1st April, 1866.
One 6 per cent. Florida Bond.....	5,000.00	9th June, 1866.
One 6 per cent. Florida Bond.....	505.00	10th May, 1866.
One 8 per cent. Florida Bond.....	99,500.00	1st Jan., 1883.
Seventy-eight 7 per cent. Florida Bonds.....	7,800.00
Two 6 per cent. Florida Bonds.....	2,000.00
Nine 7 per cent. Florida Railroad Bonds.....	1,000.00	1st M'ch, 1891.

NOTE.—The interest on these bonds is payable semi-annually.

*One 8 per cent. Putnam County Bond. Balance due, \$3,500.

One 8 per cent. Marion County Bond. Balance due, \$21.73.

One 8 per cent. Gadsden County Bond. Balance due, \$8,000.

STATEMENT of Bonds belonging to the Seminary Fund in the possession of the Treasurer of the State Board of Public Instruction:

Denomination.	Amount.	When Due.
Seven 7 per cent. Florida Bonds.....	\$7,000.00	1st Jan., 1887.
Two 8 per cent. Florida Bonds.....	1,000.00	1st Jan., 1861.
One 8 per cent. Florida Bond.....	60,992.45	1st Jan., 1863.
One 6 per cent. Florida Bond.....	2,300.00	10th June, 1866.
Ninety-two 7 per cent. Florida Bonds.....	9,200.00
Two 7 per cent. Florida Railroad Bonds.....	1,000.00

* In controversy. Balance claimed as due by both State and county.

SCHOOL LANDS.

These lands were made up from the sixteenth sections of the various townships, and were given to the State by act of Congress for the support of common schools. The amount originally approved was 704,692 acres; and adding the number of acres sold during the past year, 3,012, to the sales of previous years, we have a total of 115,184 acres disposed of, and a balance on hand of 587,508 acres.

SEMINARY LANDS.

The lands known as seminary lands were granted by the General Government for the support of two seminaries, one to be located east and the other west of the Suwannee river, in this State. The amount of these lands approved to the State originally was 85,714 acres. During the past year 200 acres were sold, which, added to the amount sold previously, makes a total of 47,000 acres disposed of, and leaves a balance of 38,000 acres yet unsold. The sum realized from the sale of these lands is \$97,204.58; and the estimated value of the remainder is \$76,000.

These lands, together with the school lands, are under the control of the State Board of Education.

THE AGRICULTURAL COLLEGE.

The following communications from the Secretary and Treasurer of the Board of Directors of this institution have been received:

SECRETARY'S REPORT.

To the Hon. S. B. McLin, Secretary of State, and acting Superintendent of Public Instruction:

In obedience to the requirements of law, I have the honor, on the part of the Trustees of the Florida State Agricultural College, to submit the following report of the financial condition, progress, and present situation of Agricultural College:

The fund of the college arising from the proceeds of the sale of the Agricultural College scrip, amounting to \$80,000, as mentioned in the last report of the trustees, having been invested in bonds of the State of Florida of the issue of 1873, at the suggestion and upon the request of Hon. C. A. Cowgill, the Comptroller, for the double purpose of securing a safe investment, and in such manner as to strengthen the credit of the State and

assist in the negotiation of its bonds then pending, and those bonds having been purchased at 80 cents, left the aggregate amount of \$100,000, which, with interest thereon at 8 per cent., still remains on hand.

Immediately after the close of the session of the Legislature, on the 4th and 5th of March, 1874, a meeting of the trustees was held, when, considering the action of the trustees in making the investment of the college funds to have been approved by the Legislature, the trustees appointed a special committee to select a place for the "speediest possible location, inauguration and operation of the State Agricultural College."

But, at this juncture, dependant as the trustees were, entirely upon the interest of the fund to defray the current expenses of the college when put in operation, an important suit was brought in the courts, in which the question of the constitutionality of the issue of the very bonds in which the college fund had been invested was directly involved, and this, for the time being, and up to the present time, has precluded the availability of the whole fund for all the purposes of inaugurating the practical operation of the college.

The final decision in the suit referred to has not yet been delivered, and the suit is still pending, but the import of an interlocutory decision which has been rendered therein is to affirm the constitutionality of the issue of the bonds of 1873, to an amount sufficient to cover the then accrued indebtedness of the State, and thus, of course, would include the bonds in which the college funds had been invested, they having actually been exchanged for previous bonds of the State.

Consequently, while the safety of the fund is well assured, the fund itself, from its entire unavailability, remains intact, and the lack of any other means has precluded the trustees from proceeding with any of the preliminary work, for although several generous donations have been offered they have all been conditioned upon a prescribed location and the immediate putting into operation of the college, which the tying up of the fund made impossible.

Had the fund been untrammelled it is believed that from the means which would have arisen from the acceptance of some of the donations the construction of the necessary buildings would have been possible, so that by this time the college might have been in actual operation.

It is the wish and design of the trustees, as soon as the fund shall have been liberated by a final decision in the pending suit involving their value, to take active measures in the immediate prosecution of the work of the college.

We regret being compelled thus to report nothing done since

the last report, in consequence of litigation to which the trustees were not parties, but by which the funds of the college were enjoined and made unavailable.

Respectfully submitted,
J. S. ADAMS,
Secretary Florida State Agricultural College.

TREASURER'S REPORT.

Hon. S. B. McLin, Secretary of State and Acting Superintendent of Public Instruction:

SIR: In accordance with the requirements of law, I respectfully submit my annual report as Treasurer of the Agricultural College Fund:

John Varnum, Treasurer, in account with the Florida State Agricultural Fund—

<i>Dr.</i>	
To amount on hand at last report, one hundred State of Florida thirty years 6 per cent. Gold Bonds of \$1,000 each, on deposit in the State Treasury.....	\$100,000.00
To balance in United States currency on hand at last report.....	133.85
Total	\$100,133.85
To currency received from C. H. Foster, State Treasurer, interest on bonds to January 1, 1874.....	\$1,672.50
To currency received from C. H. Foster, State Treasurer, interest on bonds to July 1, 1874.....	3,380.00
To currency received on loan of \$300, made March 13, 1874, with accrued interest.....	308.45
Total	\$105,444.80
<i>Cr.</i>	
By currency paid on approved bills.....	\$267.00
By currency loaned in compliance with resolution of Board of Trustees.....	5,025.00
Total.....	\$5,292.00
Balance now on hand.....	\$100,152.80

Respectfully submitted,
JOHN VARNUM,
Treasurer Florida State Agricultural College.
TALLAHASSEE, Fla., December 21, 1874.

COUNTY REPORTS.

As stated before, of the thirty-nine counties in the State, reports have been received from twenty-five only. What the cause of this delinquency is on the part of superintendents, we are not prepared to state. Timely notification was given of the de-

sire of this department to have them forwarded at as early a day as possible, but in many instances it seems not to have been regarded. Whatever has been the cause of this failure on the part of county superintendents, it will be followed by serious results to the interests of the State. Owing to the absence of these reports, it has been impossible for this department to give an intelligent, accurate and complete exhibit of the educational operations for the year. For instance, in announcing the number of schools, we are compelled to take those reported from about two-thirds of the counties and place it before the world as the totality of schools in operation, or else apologize for the indifference or want of interest on the part of the county officers. The same thing occurs in announcing the attendance. It is a confession of the indifference of the youth of our State to school privileges, for we are unable, in the absence of proper reports, to place before the world the true state of affairs. The consequence is that the reports of this department, when placed alongside similar documents from other States, which are not in advance of us in any of the elements of prosperity or civilization, make a very discreditable appearance. There is not a county in the State in which there were not schools in operation during the past year, and there is no valid reason why we have not reports of their condition. It is very damaging to the interests of the State to let such annual exhibits of the state and progress of education here go abroad as we are compelled to make. This is not owing to any want of excellence in our system, or any want of appreciation of it on the part of our citizens, but is entirely due to the defective character of the reports from which the annual exhibits are made. And even in a majority of the reports which have come to hand there is a sad want of exactness, and of attention to details which is not creditable to the parties charged with this work. There must be improvement here. We are just now putting forth strenuous efforts to attract immigration to our borders; and one of the very first questions which immigrants, especially those having families of children, are apt to ask, has reference to the school system and educational facilities of the section to which they may have their eyes turned. It behooves us, therefore, to make the most favorable exhibit possible, and to do so county superintendents must do their duty.

TEACHERS.

One of the best means for increasing the efficiency of our school system is the employment of competent teachers. School laws, taxes, apparatus, books, &c., are worthless without good teachers. No matter how admirable the system may be, its excellence will not be felt except the practical operations are conducted by properly qualified teachers. Just as the stream cannot rise higher than the fountain, the school will not be found to be better than the teacher. Almost everything depends on him. If he is competent, if he has the necessary knowledge, if he has the aptness to teach, if he is conversant with the most approved methods, if he has governing capacity, if he can inspire the pupils with enthusiasm, and if he presents in his character and conduct the manifestations of an elevated manhood, his school will be found to be a good one. Education is a science having its axioms, postulates, and established laws and principles, and just to the degree that the teacher has a knowledge of the principles of the science, and skill to illustrate and apply them, will his teaching be valuable and effective. The man who pretends to practice medicine without a knowledge of the principles of the healing art, or skill in the use of medicine, is a quack; and in like manner, the person who pretends to teach without being familiar with the principles of education is a charlatan of the worst character, for he practices upon the mind and character of the individual.

One of the greatest drawbacks to the success of our system is the want of competent teachers; but in the circumstances in which we are placed it would be hardly fair to expect a much higher standard of excellence. The great bulk of the educational corps in this State is made up of colored men and women, who have made sufficient advancement in knowledge to be able to give instruction in the rudimentary branches, such as spelling, reading, writing, and the elementary principles of arithmetic. The sparsely settled state of the country, the difficulty of obtaining suitable boarding-houses and places of residence, and the smallness of the pecuniary reward offered, have operated as an effectual barrier against securing that class of teachers in whom we might expect to find the proper qualifications and from whom we might expect a high degree of service.

Cultivated and experienced teachers who are willing to content themselves with isolation from refined society and suitable companionship, who have no scruples about lodging in log cabins and working in dilapidated school-houses, are found very rarely; and in a great majority of instances such has necessarily been the prospect held out by county boards and superintendents, with every application for competent teachers. As a consequence, they have been compelled in most instances to take, as teachers, whoever presented themselves. Of these, three out of every four are unfit for the place they occupy, in respect to scholarship, methods and principles of teaching, general intelligence, and ability to organize and govern a school. The phases and gradations of incompetency reach through the scale of variation, from the barely passable to the most extraordinary lack of every element of fitness for the work of instruction. Under such circumstances it is not surprising that, with a great many of our citizens, the employment of such a grade of teachers has brought the school system into disrespect. As economists, they are not satisfied to see so much money expended on schools and school teachers where there is so little return in the fruits of instruction, and as men of intelligence and culture they have little faith in the elevating tendency of any system of education intrusted to such incompetent hands. In order, therefore, that our school system may win the favor and cordial support of those whose approbation is so essential to its success, it is necessary that we should have a supply of properly-qualified teachers.

ESTABLISHMENT OF A TEACHER'S INSTITUTE.

And how shall this be obtained? One of the necessary conditions for a better grade of instruction will be gained by the offer of a larger pecuniary compensation; and, reciprocally, a better grade of instruction is one of the steps to a more generous compensation. By the offer of a higher pecuniary reward, a large number of young men and women might be induced to enter upon a course of preparation and training for common school work, from whose ranks a full supply of good, if not accomplished, teachers would soon be obtained. It is true here as elsewhere, that skilled labor will cost more than unskilled, and it is also true here, most pre-eminently and emphati-

cally, as it is true in all the higher departments of industry, that intelligent and skilled labor is worth more than the opposite kind. It is cheaper in dollars and cents.

The best means, however, of obtaining competent teachers is to provide some special training in the art of teaching, such as is furnished by Normal Schools and Teacher's Institutes. This is the only State in the Union that is without an institute for the education of teachers, and until one is established we will look in vain for a higher standard of excellence in the instructors of the youth of the State.

But is it practicable for us to establish such an institute at the present stage of educational development here? We think it is. Say, for instance, that one shall be established at properly-selected points in each Congressional District; that they shall be devoted exclusively to instruction and training in the art of teaching, and so conducted that all the lights and aids of all approved methods shall be used; that there shall be annual sessions of, say, one month's duration, and that experienced and skillful educators shall be employed to take charge. Then let attendance on the sessions of these institutes be obligatory on every teacher; let the proficiency of each attendant be carefully graded, and the standing or rank of each relatively to all be properly certified. Let these grades, then, be made the basis of a schedule of fitness or capacity, upon which another schedule of graded salaries shall be formed, looking to the payment of each teacher, according to merit or qualification; and by the aid of such an institute, in a few years, the standard of excellence would be raised a large per cent.; uniformity would be given to methods of instruction; the usefulness of the schools would be incalculably increased, and all cavil and complaint as to the inefficiency of teachers would cease. Each institute would require two first-class instructors, at a cost of \$150 per month each. This sum might be made up by the several counties in the district, without any extra taxation, and the money thus spent would do more to promote the cause of education than a hundred times the amount expended in paying incompetent teachers. This has been found the only effective means of reaching and improving the great body of teachers. It has commended itself so strongly by the practical result of its operation, that

wherever an efficient school system is it has become an unquestioned and indispensable feature. It has been the means of stimulating the teachers to a determination to attain a higher standard of proficiency in their calling, and promoting a desire for accomplishing more good. To leave teachers to learn their business by experimenting on the children is the most costly of all systems of teacher-training, when its results are considered. As regards the art of teaching, there is no more fallacious proverb than that "practice makes perfect." Practice gives familiarity; but if not based upon proper principles it will only fix bad habits. Some of the worst farmers, the worst mechanics, and the worst teachers are men and women who have been practicing their avocations all their lifetime. With the aid of a Teacher's Institute we might, in a short time, have a competent corps of teachers, and, as a consequence, better schools, better methods of teaching, and incalculable benefits to society.

COUNTY SUPERINTENDENTS.

There is another method of increasing the efficiency of our common schools, which we fear has not had the consideration it deserves in this State, and that is the appointment of properly qualified men as county superintendents. For a long time the value of this office was not understood, and in the school system of some of the States he does not appear; but the propriety of providing county superintendents is no longer considered a debatable question by the most experienced educators. This officer is the necessary agent between the State superintendent and the county schools, and in his hands are largely the details of the whole organization. He is the medium through which all the operations of the entire system are carried on. Such being his position it is important that a wise discretion should be displayed in his selection. In other positions, custom, precedent, or routine will often enable ordinary men to do their work with fair success; but in school matters almost everything depends on the personal qualities and fitness of those who manage them. One indispensable qualification in a county superintendent is intelligence and culture. It is sheer folly to suppose that an ignorant man can successfully manage school interests. His obvious duties are to visit, to note meth-

ods of instruction, judge of text-books and discipline, give direction in the science and art of teaching, be adviser and assistant to the teacher, as well as examiner of them; and to do this requires intelligence of a high order, and a practical knowledge of schools. How can a man conduct the examination of teachers unless he has the necessary literary qualifications; and how can he counsel and aid the teachers except he be familiar with the work?

SCHOOL HOUSES.

Closely connected with the character of the county superintendent is that of the school-house; and if we had more faithful and efficient officers of this class there would be a change in the condition and appearance of the public school-houses throughout the State. We wish to impress on the minds of the school officers of the several counties the necessity of improvement in the style and character of the buildings erected for school purposes. The educational influence of the school-house itself is very great. The moment the eye of the child rests upon it, a decided effect of some kind is produced upon his mind. His estimation of learning at once goes up or down. If he sees standing upon a rough, barren spot a building not better than a stable or a still-house, and finds it within repulsive and comfortless, what can he think but that education is a necessary evil, to be shunned as much as possible? But if, on the contrary, he sees a neat building standing upon a pleasant site, with pleasant surroundings, and finds it within bright and comfortable, and furnished with interesting means of improvement, at once he feels assured that education is a valued possession that may be pleasantly acquired. The influence of external surroundings and associations in moulding character is a subject of general observation, and certainly at no period in life do these things exert as powerful an influence in shaping the plastic mind as during childhood and youth. As the delicate wing of a butterfly resting on a newly moulded potter's vessel will leave an imprint there that will far outlast its own fleeting life, so the early impressions which the mind receives from external objects are indelible, and remain fresh and distinct long after the objects which produced them have perished. Who is there that does not remember the place where he received his early education; the school-

house where was laid the foundation upon which all subsequent attainments rest? Every feature of its external surroundings and internal arrangements have been distinctly photographed by memory, and these impressions have had as undoubted an effect in moulding character as the instruction imparted by the teacher. Let us take, for example, one of the shattered, broken-down school-houses that are too often seen. Externally, it looks like a relic of a former age. You enter and find yourself in an enclosure of pine boards. It is cheerless and comfortless. The walls are without maps or charts, and stare at you with such blank faces that it seems a relief to see your shadow there. What must be the effect of such surroundings on the youthful mind which here receives its first impulse in the path of knowledge? No wonder that the children look upon it as a place of torture, and that in after years they recall their school days, not as the happiest seasons of their lives, but rather as a period of imprisonment from which they longed to escape. On the other hand, let us visit a neat, substantial, tasteful school-house, such as we see in some of the Northern States. The site is a pleasant one. It is surrounded by ample grounds, tastefully adorned; the building itself presents an attractive appearance, and within are found all the appliances necessary to the comfort of the pupils, and their rapid advancement in study. The furniture is appropriate; the walls are furnished with blackboards, maps and charts, such as will best facilitate the acquisition of knowledge in all the branches pursued. Such things as these give an air of refinement to the school-room that renders it attractive to all hearts, and in after years, hundreds who have bid farewell to its hallowed scenes recall with delight the associations of their school days.

For the sake, therefore, of the school system we have framed, and of which we have every reason to be proud, and for the sake of the youth who are being trained under it for the business of life, we must have a better class of school-houses. To bring the desirable result about, our county school officers will have to add to their accomplishments a little knowledge of school architecture. Designs of school buildings, to cost almost any amount, can be had from any of the numerous publishers of edu-

cational books by an outlay of a dollar or two; and whenever a county board purposes erecting a school-house, some of these should be secured to insure creditable results.

UNIFORMITY OF TEXT BOOKS.

The want of uniformity in text books is a matter that is causing serious trouble in almost every county in the State, and what the precise remedy is, it is difficult to determine. It is particularly embarrassing to the teachers, and their complaints, which reach this office through the county superintendents, are loud and persistent. Every child who presents himself at the door of the public school for admission, comes either without books, or with books furnished by the parents, who are guided in the selection of them by their own prejudice or opinion, or that of the bookseller. The consequence is a diversity of text books in each school, almost as conspicuous as the diversity of faces, or the diversity of apparel, and it becomes a matter of the utmost difficulty for the teacher to organize his school in the face of such a heterogeneous collection of school books. This is one of the most serious drawbacks to the progress of education, and the question at once arises, how shall it be remedied? The propriety of the State adopting a series of text books, the use of which should be enforced in the public schools, is becoming more and more questionable every day, particularly in those States distinguished for efficient school systems and educational advancement. For us to adopt a State series would, we think, be supreme folly, because we are without the money necessary to put books into the hands of every child attending school, and only in this way could the adoption of a State series be secured. It is estimated that it would cost four dollars to provide each child with books, and with a total school attendance of 20,000 it would require an outlay of \$80,000. This is a financial impossibility, and even were it possible, the wisdom of adopting a uniform series would not be apparent. The matter, we think, should be left entirely with the county boards; and with us judicious action on the part of these boards would secure uniformity to the extent, at least, of giving a oneness of character to the text books used in each individual school, or the schools of each county. Uniformity of text books in each school is an

educational necessity. A variety of books is fatal to classification, and without classification successful instruction in ordinary schools is impossible. Let county boards determine upon a good series of text books; let them then use whatever means they may determine on as the most efficient to make known to parents, children and teachers the fact that a certain series has been selected, and urge upon them the purchase of books belonging to the series, pointing out, if possible, at the same time, where they can be obtained. In this way most valuable service to the cause of education might be performed; and in a few years the long endured and preposterous custom of allowing scholars to use any old or new book that might come into their hands, regardless of all the conditions of successful teaching, would be utterly extirpated. Of course, in doing so, county boards would have to exercise the greatest discretion. It is a matter of much importance—one involving too many interests to be passed upon without careful consideration. There should be no partiality for publishers and no favoritism for authors. When it is remembered that what we put in the schools will soon appear in the life of the nation; that as we impress the children, so we stamp the national character, the importance of making a proper choice will be at once apparent. But a short time suffices to accomplish any revolution, the principles of which are thoroughly diffused throughout the public schools. In the beginning of the anti-slavery movement, the first agitators commenced by circulating incendiary documents, and other expedients to operate upon, and through, the various organs of society as it then existed. The result was a speedy and almost disastrous reaction of public sentiment; but the more sagacious men, the men of profounder intuitions of statesmanship and policy, said: put your doctrines into the public schools, leaven the school books with them, deal them out to the implicit faith of childhood—and in less than twenty years the anti-slavery movement had accomplished its work. It will be seen, therefore, that this is a matter on which the future well-being of society is involved, and requires the exercise of the highest wisdom.

CONCLUSION.

Reviewing our progress for the past year in the noble efforts of the State to provide free education for the whole people, we are not left without much hope and encouragement. With a little better grade of teachers, and some provision for their education in the shape of a teachers' institute; with some improvement in the selection of text-books, and especially with a higher standard of fitness and efficiency on the part of county superintendents, our educational system will, in the near future, achieve the most beneficent results. This latter matter—improvement in the county superintendency—we have already referred to, and revert to it again as something of pre-eminent importance. We have already pointed out some of the qualifications of a county superintendent.

Another qualification is sympathy with the system. If a man does not appreciate it and sympathize with it he will be more likely to make the schools a failure than a success. He will be a hindrance rather than a help; consequently the appointment of men as superintendents who do not heartily approve of the entire scope and object of our school system should be avoided.

Public spirit is also a necessary qualification. Though not a charitable institution, the school system has the public good immediately in view, and a county superintendent lacking public spirit can hardly be in sympathy with it, or properly promote its interests. A county superintendent should also be a man of moral uprightness. The character of all school officers should be models, which the pupils might safely imitate; otherwise the schools will become a moral contagion. Every parent or guardian has a right to demand that the school influences to which his child is subjected, shall be ennobling. The school system that takes upon itself the training of the young upon any other assumption than that it will lead them to paths of integrity and virtue, is a fraud and an evil. To sum up: a county superintendent should be a man well qualified as to knowledge of books, especially such topics as are generally taught in our common schools; he should be well acquainted with practical school-room work, especially

with primary teaching, as his efforts can be best expended in schools of the elementary branches; he should be a man of energy, and also a man of unexceptionable habits and character, that he can command the esteem of the scholars, teachers, and public generally; he should be capable of withstanding the influences sometimes brought to bear upon such officers to induce them to give certificates to candidates unworthy or unqualified to become teachers; he should be enterprising and public spirited, and, in short, known as a live, qualified, faithful, honest man, before entrusted with the responsibility of this position. When we contrast this picture of what a county superintendent ought to be with the actual state of affairs in regard to those officers here, it will be found a matter of wonder that the system has had so much vitality and vigor as to enable it to survive so long. While a few of our county superintendents are in every way worthy, qualified, and efficient officers, a large majority of them are notoriously unfit for the position, and utterly incapable of performing their duties. The literary qualifications of some of them, if we may be permitted to judge from the letters and annual reports sent to this office, are of a very primitive type, and some of them are so indolent, incompetent, or uninterested, as to omit the making of an annual report at all. The truth is, that this and all other offices in any way connected with the educational interests of the State, must be entirely and forever divorced from party politics. Too frequently has the county superintendency fallen into the hands of men who have prostituted it to their political advancement, or made use of it for the pecuniary gain it brought. This should not be. The objects of the system are too sacred to be touched by the polluting hand of any political party. The interests involved are too weighty, the results too far reaching, to be sacrificed to such base purposes. Let it be understood by all parties, that into the domain of public education neither partisanship nor sectarianism shall come; but that competency and worth shall be sought after and recognized, no matter what political or religious opinions these qualifications shall be found associated with.

One of the best methods of securing better county superintendents would be to create a State board of examiners, and

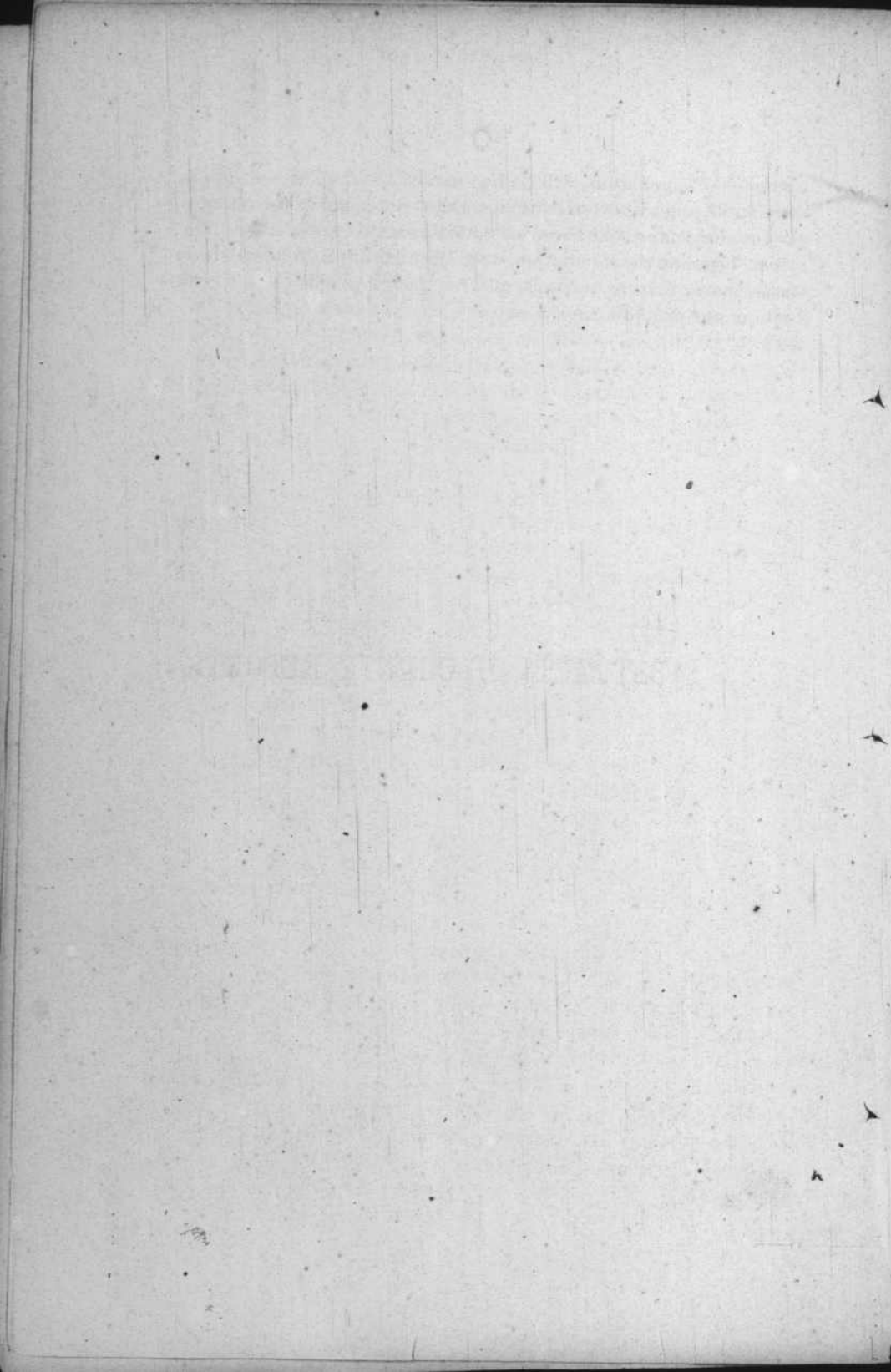
require of each aspirant for this office a certificate of merit from said board before making his appointment. It is a solecism in our school system, that while no teacher is employed or paid without due examination and licensure, no credentials or qualifications are required of the man who conducts the examination, and issues or refuses to issue the certificate. It is submitted that this is neither reasonable nor safe, for the wise provision of the law in requiring proof of the fitness and competency of teachers, is obviously liable under such conditions to be negated and nullified in any county at any time. Some evidence of competency, some tangible proof of the possession of proper qualifications and capacity to discharge its duties, should be made a condition of eligibility to the office of county superintendent. Either let it be divested of its natural attributes and rendered worthless as an educational force, or let the door be closed against worthlessness and incompetency.

Notwithstanding the severe trial which our school interests sustained in the decease of the Superintendent, and the depressed condition of our finances, the system shows no signs of weakness; but by its vigor and vitality is rapidly demonstrating the wisdom of its adoption. It is, moreover, making steady progress in the favorable estimation of the people, and in a few years will stand forth as a fit expression of their patriotism and enterprise. Half a decade ago there were no schools outside a few of the larger towns or cities. We have now nearly six hundred scattered throughout the State. They are springing up by the highways and by-ways as pledges of future improvement and progress. Out of a total population of 200,000, we have 20,000 children attending school. This is a revolution that cannot go backward. It creates its own momentum. It moves by a power within itself, and strikes out the light and heat of its own vitality. It is estimated by large operators, who employ thousands of hands, that a knowledge of only the elements of a primary education adds twenty-five per cent. to the value of a man as a simple laborer. This is a fact for our people and legislators to ponder. It teaches us that the education of the rising generation is the most practical way to utilize our resources. The wealth of our soil, the treasures with which our air is laden, and

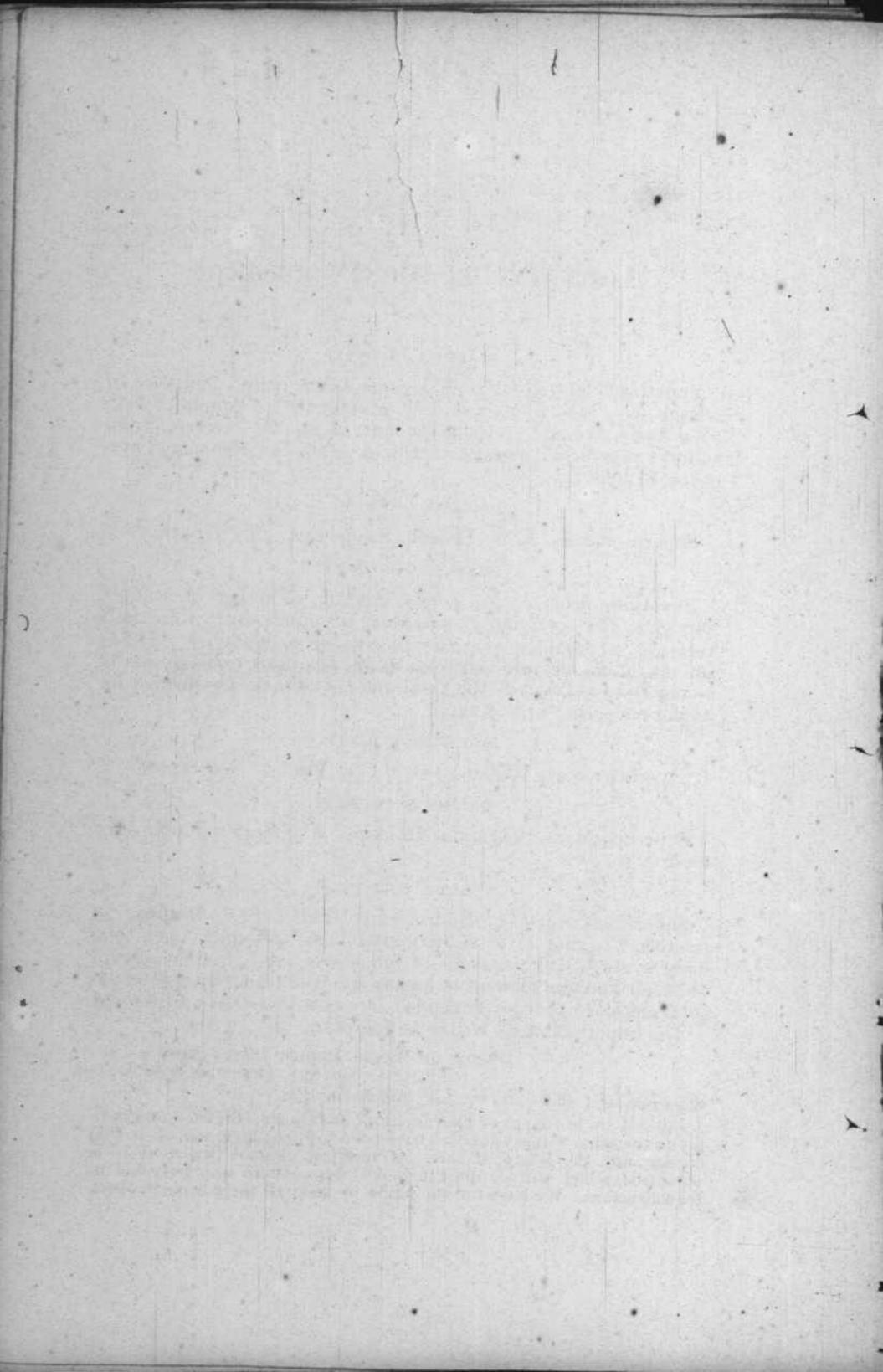
number of population, will be but barren blessings if we add not the intelligence and virtue that are the true glory of the State.

Let our young and vigorous commonwealth, fresh in her freedom, begin at the foundation, and after laying a solid and sure basis in our primary schools, all else desirable will come as certain as the day follows the dawn.

SAMUEL B. McLIN,
Acting Superintendent of Public Instruction.



ABSTRACTS OF COUNTY REPORTS.



ABSTRACTS OF COUNTY REPORTS.

ALACHUA COUNTY.

Superintendent, Hon. L. G. Dennis, Gainesville. Number of schools, 20; loss, 16; total daily attendance of pupils, 1,647; total daily average, 1,190; amount of money received from county, \$5,350.00; amount of money expended for school purposes, \$12,800.

BAKER COUNTY.

Superintendent, J. W. Howell, Sanderson. No report.

BRADFORD COUNTY.

Superintendent, J. M. Johns, Starke. Number of schools, 14; gain, 13; total daily attendance of pupils, 612; total daily average, 381; amount of money received from county, \$1,164.34; amount of money received from State, \$289.15; total amount of money received, \$1,444.49; total amount of money expended for school purposes, \$1,213.32.

BREVARD COUNTY.

Superintendent, William Sharp, Fort Pierce. No report.

CALHOUN COUNTY.

Superintendent, Alexander Hankins, Abe Spring Bluff. No report.

CLAY COUNTY.

Superintendent, O. Budington, Middleburg. Number of schools, 7; gain, 3; total daily attendance of pupils, 191; total daily average, 169; amount of money received from county for 1874 not known; amount of money received from State, \$108.93; total amount of money expended for school purposes, \$1,080.70.

The Superintendent writes as follows:

OFFICE OF BOARD PUBLIC INSTRUCTION
FOR CLAY COUNTY, December 8, 1874. }

Superintendent Public Instruction, Tallahassee, Fla. :

SIR: I am in receipt of your letter of December 4th, 1874, and in reply to the same will say that we have twenty-three public schools in Clay county, and the Board, at their last meeting, ordered two more to be organized, which will be done in a few days, where they have had no schools before. We have not the funds to keep all the schools in opera-

tion at once, nor the teachers to supply them with. We run from four to nine of the schools at a time, giving each place its regular turn. The Board pays the same price for each scholar, or the average attendance of the same, so if the school is as large in attendance as the complainants state theirs is, why they get more pay than a small school. The school (No. 2) at Green Cove and the school (No. 4) at Magnolia both were organized the last year and the teachers paid for their services.

Respectfully yours,

OZIAS BUDINGTON,
Acting County Superintendent of Schools.

COLUMBIA COUNTY.

Superintendent, A. A. Hoyte, Lake City. No report.

DADE COUNTY.

Superintendent, E. T. Sturtevant, Key Biscayne. No report.

DUVAL COUNTY.

Superintendent, J. F. Rollins, Jacksonville. No report.

ESCAMBIA COUNTY.

Superintendent, Geo. W. Lindsay, Pensacola. Number of schools, 14; gain 3; amount of money received from county, \$4,858.74; amount of money received from State, \$930; total amount of money received, \$5,788.74; total amount of money expended for school purposes, \$4,263.90.

The Superintendent writes as follows:

PENSACOLA, December 12, 1874.

Hon. Samuel B. McLin, Acting Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR: I have the honor to transmit herewith a detailed report of schools in operation in this county for the scholastic year ending September 30th, 1874. The friends of popular education in this county have every reason to congratulate themselves upon the progress made by the public schools during the scholastic year just closed.

The number of schools and scholars in attendance have not only increased, but the schools are of a better order, having been brought to a higher standard by the employment of more competent teachers, which has had the desired effect in securing the sympathy and assistance of all classes of citizens, and from the impetus thus secured we may hope for good results in the future. The school officers have been judicious in their action in not overdoing themselves, and have limited the number of scholars to that which our funds would warrant. By this course they have been able to pay promptly when due every obligation or contract with teachers or others in U. S. currency, thus securing the best of feeling between the board and those brought in contact with it, and all seem satisfied with the management.

Pensacola has been visited with an epidemic last summer, which made serious inroads among the inhabitants of Pensacola, but I can safely say that the health of Pensacola at present was never better.

Yours, most humbly,

GEO. W. LINDSAY,
Superintendent of Schools.

FRANKLIN COUNTY.

Superintendent, John Howe, Apalachicola. Number of schools, 2; gain, 0; total daily attendance of pupils, 209; total daily average, 155; amount of money received from county, \$1,014.38; amount of money received from State, \$256.94; total amount of money received, \$1,271.32; total amount of money expended for educational purposes, \$1,171.32.

The following letter will be read with interest:

APALACHICOLA, November 25, 1874.

Hon. S. B. McLin, Acting Superintendent of Public Instruction:

DEAR SIR: The total destruction by the recent fire of all of our school records in this county renders it impossible for me to make out with a satisfactory degree of accuracy the annual report of the operations of our schools during the past scholastic year.

Notwithstanding this difficulty I have attempted the task, and I think the report may be relied upon to express very nearly what the true figures would have done if they had been obtainable. I am also glad to report a marked improvement in our public schools, and also an increased interest in them on the part of their patrons.

Yours very respectfully,

JOHN HOWE,

County Superintendent, Franklin County.

GADSDEN COUNTY.

Superintendent, Samuel Hamblen, Quincy. Number of schools, 30; total attendance of pupils, 1,133; total average attendance, 1,047; amount of money received from State, \$779.83; amount of money expended for school purposes, \$5,622.78.

HAMILTON COUNTY.

Superintendent, J. H. Roberts, Jasper. Number of schools, 23; total attendance of pupils, 588; total average attendance, 477; amount of money received from State, \$229.82; total amount of money expended for school purposes, \$2,032.25.

HERNANDO COUNTY.

Superintendent, T. S. Coogler, Brooksville. Number of schools, 17; gain, 1; total attendance of pupils, 475; average attendance, 338; amount of money received from county, \$1,259.44; amount of money received from State, \$145.72; total amount received, \$1,405.16; total amount of money expended for school purposes, \$1,425.

The Superintendent writes as follows:

BROOKSVILLE, Hernando county, Fla., November 14, 1874.

Hon. S. B. McLin, Acting State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR: Accompanying this you will please find "Annual Report of School Operations" in this (Hernando) county for the year ending

September 30th, 1874. The "Report" as printed is so badly arranged that I have had to make several interlineations to make it intelligible.

A word as to the progress made and the interest manifested in the public schools of this county may not be inappropriate, and therefore I will give you a short history of them.

The County Board organized on the 5th of July, 1871, and for that year we succeeded in organizing and having taught only three (3) schools. The doubts of success entertained for and the opposition to the entire system seemed almost hopeless of being overcome, but we determined that if failure should result it should not be laid at the door of the County Board. A meeting of the Board was therefore called on the 1st day of January, 1872, and after a careful survey of the field and estimating the resources at our command we determined to establish ten (10) schools and trust to the reason and good sense of our people to aid us in conducting them successfully. We were not disappointed, but, on the contrary, met with increasing encouragement month after month, as the people began to see and realize the usefulness of the system and the benefits to be derived from its success. As our teachers' salaries became due they were promptly paid in full in United States currency, and, when our treasury became empty, sooner than issue scrip, I advanced from my private funds enough to make good the deficiency. At the conclusion of that scholastic year (1872) we felt satisfied that we had crossed the Rubicon, and our final success no longer doubtful.

For the year commencing October 1st, 1872, we established fifteen (15) schools, of which eleven (11) were well and acceptably taught.

The salaries of the teachers were fully paid, when due, in United States currency.

For the year commencing October 1st, 1873, so great was the demand upon the part of the people, both white and colored, for schools, that the Board established seventeen (17) for that year, of which sixteen (16) were faithfully taught by good teachers.

For the year commencing October 1, 1874, so great was the interest of the people from every section of the county in the school system and so satisfied of the good results accruing from it, that every section sent deputations to the Board, praying for a school or schools, and so great was the demand that the Board had to establish twenty-two (22) schools, and still were compelled to refuse two or three applications for fear we would not have the means for paying the teachers. We have invariably paid all demands against the Board at their maturity, and, as you will perceive by the "Report," have \$37.08 left in our treasury for the next year, besides a considerable amount due by the Collector of Revenue for the year 1873.

We have never issued scrip, nor do we intend to do so.

Our School Board is composed of good and intelligent men, fully alive to the interest of education.

We have some of as good teachers, male and female, as any county in the State can boast of, and we will hold our first "Teachers' Institute" in December.

I will close this hastily written report with an extract from the "General Presentment" of the Grand Jury (composed of some of our best citizens), made at the fall term, 1874, of our Circuit Court:

"The education of our children seems to be advancing, and under the management of our efficient Superintendent, Col. T. S. Coogler, with the aid of the Board of Education, is in a much more prosperous condition than formerly."

Very respectfully,

Your ob't s'r't, T. S. COOGLER, Sup't.

HILLSBOROUGH COUNTY.

Superintendent, W. F. White, Tampa. Schools, 22; gain, 3; total attendance, 606; average attendance, 479; amount of money received from county, \$2,312.63; amount of money received from State, \$633.58; total amount of money received, \$3,946.21; total amount of money expended for school purposes, \$2,442.53.

HOLMES COUNTY.

Superintendent, J. A. Vaughn, Cerro Gordo. No report.

JACKSON COUNTY.

Superintendent, C. E. Harvey, Marianna. Schools, 30; gain, 10; amount of money received from county, \$2,690.44; amount of money received from State, \$1,792.14; total amount of money received, \$4,482.58; total amount of money expended for school purposes, \$3,800.

JEFFERSON COUNTY.

Superintendent, Robert Meacham, Monticello. Schools, 29; decrease 0; total daily attendance of pupils, 1,483; average attendance, 1,358; amount of money received from county, \$4,497; amount of money received from State, \$558.67; total amount of money received, \$5,055.67; amount of money expended for school purposes, \$9,500.

LAFAYETTE COUNTY.

Superintendent, J. C. Ramsey, New Troy. Schools, 1; amount of money received from State, \$160; total amount of money expended for school purposes, \$1.

The following letter will be read with interest:

NEW TROY, Lafayette County, Fla., November 15, 1874.

Hon. Samuel B. McLin:

DEAR SIR: When I was appointed County Superintendent of Schools I found the business of the public schools of this county in a bad condition, the school records all burned up and the former Superintendent and the old Board unable to give me but little information about the business. Besides this, there was not a dollar in the treasury, and the County Board badly in debt. I gave notice to all holding claims against the Board to render them at once, and when I investigated the matter I found that the Board owed for claims to teachers to the amount of \$700, and since that time I have found something about \$100 more, besides other claims amounting to near \$1,400. This will amount to more than this year's school tax for the county, therefore we have had no public schools in operation in the county since I have been in office. There was one public school taught in the county in the first of this year, before my appointment. We have agreed to pay for five colored scholars who went to school in the adjoining county, to a school established there. We are aiming to try and pay up the debts before making any further contracts.

J. C. RAMSEY,

County Superintendent of Schools.

LEON COUNTY.

Superintendent, John P. Apthorp, Tallahassee. Schools, 41; decrease, 2; total attendance of pupils, 1,399; average attendance, 1,043; amount of money received from county, \$6,055.56; amount of money received from State, \$809.98; received from Peabody Fund, \$800; total amount of money expended for school purposes, \$9,275.28.

The following letter is from the Superintendent:

TALLAHASSEE, Fla., January 4, 1875.

Hon. S. B. McLin, Acting Superintendent of Public Instruction, State of Florida:

DEAR SIR: In regard to school operations in Leon county during the year ending September 30th, 1874, I have to report thirty-two schools in operation. Twenty of these were continued for a term of four months, five for one and two months, and the remainder, being in the city, were extended to a term of eight months through aid received from the Peabody Educational Fund. These schools, with the exception of one or two taught for only a month or two, met with very uniform success. Our great want, however, is for accomplished teachers to take charge of the country schools. A State normal school for the training of such teachers would be the readiest and most satisfactory way of meeting this want. May we not hope that ere long the educational plans of the State may include such an institution?

The colored schools of the city still suffer greatly from the want of a suitable building in place of the one burnt three years ago. Without such a building the most faithful efforts of our teachers can meet with but partial success.

There is one point in the educational field to which we turn with peculiar pleasure.

The West Florida Seminary, situated in Tallahassee, has been during the year in a condition of increasing efficiency and prosperity.

Under Mr. James D. Wade, Principal, assisted by Mr. W. W. Woodward, the Male Department, and under Mrs. S. S. Williams, Principal, assisted by Miss E. L. Bithewood and Mrs. S. F. Stow, the Female Department, have together reached an average attendance of 132 pupils. By passing through the different grades of this school pupils may advance from the first lessons of the alphabet taught in primary schools, through the usual grammar-school studies, up to the modern languages, higher English and classical pursuits of the high school.

The year closed under the brightest auspices, and, continuing under the same management during the coming year, there are good grounds to hope for a large increase of pupils from the surrounding country.

Respectfully yours,

J. P. APTHORP.

Supt. Schools Leon County, Florida.

LEVY COUNTY.

Superintendent, T. B. Faintout, Bronson. No report.

LIBERTY COUNTY.

Superintendent, M. J. Solomon, Bristol. Schools, 11; gain, 6; total attendance of pupils, 227; average attendance, 163; amount of money received from county, \$200; amount of money

received from State, \$275; total amount of money received, \$475; total amount of money expended for school purposes, \$509.33.

MADISON COUNTY.

Superintendent, D. Eagan, Madison. Schools, 20; decrease, 2; total daily attendance of pupils, 1,632; average attendance, 1,272; amount of money received from county, \$4,735.43; amount of money received from State, \$947.04; total amount of money received, \$5,682.47; amount of money expended for school purposes, \$6,831.

The following letter accompanies the report:

MADISON, Fla., November 18, 1874.

Hon. S. B. McLin, Tallahassee, Fla.:

DEAR SIR: I have the honor to transmit herewith my annual report of schools in Madison county for the year ending September 31, 1874.

Owing to the short time you have in which to prepare the annual report of your Department, I will not delay forwarding this by giving you a detailed statement of each school, but will close by tendering to the teachers, school officers and citizens of the county my sincere thanks for the uniform courtesy, kindness and encouragement which I have received from them in discharge of my duties.

Respectfully,

D. EAGAN,
County Superintendent.

MANATEE COUNTY.

Superintendent, J. F. Bartholf, Pine Level. No report.

MARION COUNTY.

Superintendent, Wm. J. Tucker, Ocala. Number of schools, 34; gain, 4; total attendance of pupils, 1,624; average attendance, 1,047; amount of money received from county, \$5,794.39; amount of money received from State, \$1,021; total amount of money received, \$5,815.39; total amount of money expended for school purposes, \$6,937.

The following letter from the Superintendent will be found to contain matter of interest:

Ocala, Fla., November 18, 1874.

Superintendent of Public Instruction for State of Florida, Tallahassee:

DEAR SIR: Herewith I enclose my annual report for scholastic year ending September 30th, 1874. During the year we had thirty-four schools in operation in those parts of the county most thickly settled, but were compelled for the want of funds to refuse a number of other applications.

Two of the schools at Ocala, one white and one colored, were continued in session for nine months; the balance all for five months each, except two, where there were not enough scholars to warrant the teacher in continuing the school for more than three months each.

We have at this date paid up all of our last year's indebtedness, but were compelled to borrow some funds, and a few warrants were not honored until the new taxes began to come in.

This year we have reduced the number of schools and also the salaries very slightly, so that we hope to meet all of our engagements promptly. We have endeavored to raise the standard of our teachers this year over that of last.

The schools have filled up much more rapidly this season than last.

Very respectfully,

W. J. TUCKER,

Sup't Public Instruction Marion County.

MONROE COUNTY.

Superintendent, James W. Locke, Key West. Number of schools, 4; total daily attendance of pupils, 634; average attendance, 614; amount of money received from county, \$3,090; amount of money received from State, \$1,025; received from Peabody Fund, \$1,300; total amount of money received from State and county, \$5,415; amount of money expended for school purposes, \$12,542.59.

The following letter will be read with interest:

KEY WEST, December 21, 1874.

Hon. S. B. McLin, Acting Superintendent of Public Instruction, Tallahassee:

DEAR SIR: Enclosed please find report of school operations in this county for the past year.

We have been building, and have been compelled to use all available funds, besides borrowing largely from private parties, who have so kindly favored us as to enable us to erect a very fine three-story building, containing nine large school rooms, capable of accommodating about seven hundred children, and thoroughly finish the same throughout.

The schools have been supported for ten full months in the year with a full corps of able teachers.

In spite of our somewhat embarrassed situation pecuniarily, on account of building, we have managed to pay the teachers promptly in full and so arrange our loans and future payments thereon as to prevent any injurious result from such indebtedness.

We have established one new school at Fort Myers and increased the attendance somewhat.

We trust that in your recommendations for continued favors from the Trustees of the Peabody Educational Fund you will kindly remember us and advise a like contribution as last year.

Truly and respectfully,

J. W. LOCKE,

County Superintendent of Schools.

NASSAU COUNTY.

Superintendent, Charles W. Lewis, Fernandina. No report.

ORANGE COUNTY.

Superintendent, W. C. Roper, Orlando. No report.

PUTNAM COUNTY.

Superintendent, E. R. Chadwick, Palatka. Schools, 19; gain, 7; total attendance, 616; average attendance, 448; amount of money received from county, \$1,600.49; amount of money received from State, \$293.23; total amount of money received,

\$1,893.72; total amount of money expended for school purposes, \$3,367.36.

POLK COUNTY.

Superintendent, J. A. Fortner, Bartow. Schools, 12; gain, 8; daily average attendance, 290; amount of money received from county, \$376.50; amount of money received from State, \$541.42; total amount of money received, \$917.92; total amount of money expended for school purposes, \$653.12.

SANTA ROSA COUNTY.

Superintendent, J. A. Chaffin, Milton. Number of schools, 12; gain, 4; total daily attendance of pupils, 364; average attendance, 277; amount of money received from State and county not given; Superintendent received Aug. 6th, of present year, \$877.44 from taxes collected in 1872; total amount of money expended for school purposes, \$987.50.

ST. JOHN'S COUNTY.

Superintendent, O. Bronson, St. Augustine. Schools, 11; gain, 1; total daily attendance of pupils, 498; average attendance, 212; amount of money received from county, \$3,523.43; amount of money expended for school purposes, \$3,801.75.

SUMTER COUNTY.

Superintendent, Arthur Fox, Leesburg. No report.

SUWANNEE COUNTY.

Superintendent, Adam Young, Live Oak. We give below the report as transmitted to this office:

OFFICE SUPERINTENDENT OF SCHOOLS,
LIVE OAK, Fla., October 27, 1874.

To the Honorable Board of Public Instruction, Tallahassee, Fla.:

I have the honor to submit my annual report of the operations of the School Board of Suwannee county for the scholastic year ending the 30th day of September, 1874.

No annual report has been received from the Treasurer of the School Board. His quarterly report shows that he had on hand at the close of the first quarter:

Cash on hand.....	\$78 78
State scrip.....	303 24
Account on Suwannee county.....	321 09
State coupons.....	21 00
Received of George W. Allen, Tax Collector.....	205 00

Total on hand and received first quarter..... \$928 11

No disbursements first quarter.

Second Quarter.

Received of George W. Allen, Tax Collector.....	\$200 00
Disbursed.....	365 13

Third Quarter.

Received of George W. Allen, Tax Collector.....	131 23
Disbursed.....	267 79

Fourth Quarter.

Received of J. C. Gibbs.....	10 62
State warrant.....	282 41
Received of George W. Allen, Tax Collector.....	210 00

Total.....	\$503 03
Disbursed.....	216 83

Leaving a balance on hand of:

State scrip.....	573 41
Account on Suwannee county.....	321 09
Cash in Treasury.....	5 96

Total.....	\$900 46
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The minutes of the School Board for July 23d, 1874, show a statement of George W. Allen, Tax Collector for Suwannee county, as follows:

Due the School Fund for 1871.....	\$370 95
Due the School Fund for 1872.....	1,463 69
Due the School Fund for 1873.....	2,218 77
	<u>\$4,053 41</u>

The Treasurer's quarterly reports show \$746.23 paid by George W. Allen, Tax Collector, on the School Fund during the scholastic year ending September 30th, 1874.

The number of schools organized was 27. The number of pupils on teachers' register is 1,005. Of that number 33 were under or over age or non-residents. The average attendance was 37 235-1767.

Salary of teachers was	\$1,681 00
Amount paid Superintendent of Schools.....	283 00
Treasurer's commissions.....	55 71

I am unable to state the amount of school warrants unpaid.

The accounts of all the teachers have not been submitted to the Board.

Very respectfully,

Your obd't serv't, ADAM YOUNG,
County Superintendent of Schools.

TAYLOR COUNTY.

Superintendent, J. H. Sappington, Perry. Number of schools, 10; gain, 1; total attendance, 300; average attendance, 142; amount of money received from county, \$2; amount of money received from State, \$63.47; total amount of money received, \$65.47; amount of money expended for school purposes, \$613.94.

VOLUSIA COUNTY.

Superintendent, C. G. Selleck, Enterprise. No report.

WAKULLA COUNTY.

Superintendent, Gustave Jaeknicke, St. Marks. Schools, 4;

total attendance, 200; average attendance, 158; amount of money received from State, \$166.66; amount of money expended for school purposes, \$2,002.

WALTON COUNTY.

Superintendent, John L. McKinnon, Eucheeanna. A letter from the county Superintendent informs us that there is 18 schools in operation. He says: "The public system is rapidly gaining friends in that county, and many are now giving it a hearty support who at first manifested some opposition."

WASHINGTON COUNTY.

Superintendent, Hon. Thomas Hannah, Vernon. Schools, 15; gain 5; total attendance, 350; average attendance, 275; amount of money received from county, \$480; amount of money received from State, \$395.35; total amount of money received, \$875.53; total amount of money expended for school purposes by the board, \$1,041.75.